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ABSTRACT

This handbook is designed to provide introductory information for the paraprofessional, the general educator, and the special educator to enable a better understanding of roles and responsibilities in the inclusive classroom and to enable them to work as a team. Specific instructional strategies that are useful when considering how to provide instruction to students with disabilities in inclusive classrooms are outlined. The guide is divided into five chapters: (1) "The Paraprofessional: Changing Roles and Responsibilities," addresses why paraprofessionals are in such high demand, the paraprofessionals' responsibilities in the inclusive classroom, and the type of training and support paraprofessionals require; (2) "The Inclusive Classroom: Being a Team Member," discusses who paraprofessionals are working with and daily schedules; (3) "The Paraprofessional in the Inclusive Classroom: Supporting Individual Students," explains Individualized Education Programs (IEPs), how paraprofessionals use IEPs, and the importance of a student's schedule; (4) "Providing Curricular and Instructional Support: Individualized Instruction," highlights common components of daily routines, how instructional prompts are provided, and curricular adaptations; and (5) "Maintaining Confidentiality: Communicating with Team Members," discusses planning communication opportunities and confidentiality requirements. Each chapter provides a brief overview of the topic, chapter objectives, reflections from paraprofessionals, and worksheets. (Contains 15 references.) (CR)

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